



Linking Instructional Leadership and Teaching Performance: Professional Competency Development Program

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Abstract

This research assessed the level of instructional leadership of school heads in relation to the teaching performance of teachers in selected secondary schools in the South District, Mandaue City Division during the School Year 2025–2026 as basis for a Professional Competency Development Program. A descriptive–correlational research design was utilized using an adapted survey questionnaire to gather data on the respondents' profile, the level of instructional leadership based on the PPSSH, and the level of teachers' performance based on the Results-Based Performance Management System aligned with PPST. The profile included age and gender, civil status, highest educational attainment, years in service, performance rating, and relevant trainings attended. The findings revealed that the respondents were females, aged 31–40, married, with master's degree, 11–15 years in service, Outstanding performance ratings, and attended trainings at the Division level. The level of instructional leadership of school heads was rated to a greater extent, particularly in the areas of learning environment and implementation of learning standards, while learner achievement and teacher performance feedback were identified as areas needing further strengthening. Teachers' performance was rated Highly Proficient, with curriculum and planning as the highest domain and content knowledge and pedagogy as the lowest. The study identified challenges such as the need for strengthened instructional monitoring, professional development opportunities, and feedback mechanisms. Results revealed a significant relationship between instructional leadership and teachers' performance. Based on the findings, it was recommended that the crafted output be implemented to strengthen instructional leadership practices, enhance teacher competence, and improve instructional effectiveness.

Keywords: *Educational Management and Development, Instructional Leadership, Descriptive–Correlational Design, Teachers' Performance, Philippine Professional Standards for School Heads, Philippine Professional Standards for Teachers, Professional Competency Development Program, Results-Based Performance Management System, South District, Mandaue City Division, Cebu, Philippines*

Introduction

In contemporary educational systems worldwide, instructional leadership has been recognized as a critical factor influencing teaching effectiveness and school improvement. School leaders are increasingly expected to prioritize instructional supervision, curriculum implementation, and teacher professional learning to enhance classroom practices. Recent international studies indicate that instructional leadership significantly strengthens teachers' professional growth and instructional competence, leading to improved teaching performance and learner achievement (He & Guo, 2024; Norman, 2025).

Moreover, global educational research highlights the connection between instructional leadership and teacher well-being, motivation, and professional engagement. Effective instructional leaders provide clear academic direction, constructive feedback, and professional support that enhance teachers' performance and commitment to teaching excellence. Studies show that leadership support reduces instructional challenges while promoting sustained teaching effectiveness (Chen, 2025).

In the Philippine educational system, instructional leadership has become a major focus of educational reforms aimed at improving teaching quality and learner outcomes. School heads are expected to function as instructional leaders who guide teachers in curriculum implementation, instructional supervision, and professional development initiatives.



National policies emphasize leadership accountability in supporting teachers' instructional competence and ensuring effective teaching practices in schools (Corpuz & Malabanan, 2023).

Despite the implementation of PPST and the Results-Based Performance Management System (RPMS), variations in teaching performance remain evident across schools. Scholars recommend the development of structured teacher competency programs anchored on instructional leadership to sustain professional growth and address instructional performance gaps in Philippine schools (Montales, 2024; Gandia, 2024).

In the South District, particularly in Tipolo National High School, Banilad National High School, and Cabancalan National High School, school heads continuously implement leadership initiatives aimed at improving teaching performance and learner achievement. These schools serve diverse student populations, requiring teachers to demonstrate high levels of instructional competence, adaptability, and professional commitment. The effectiveness of instructional leadership therefore becomes essential in guiding teachers toward improved instructional practices and enhanced classroom performance.

While professional development activities and instructional supervision are regularly conducted, there remains a need to systematically examine how instructional leadership practices influence teaching performance among teachers in these schools. Understanding this linkage will help identify leadership strengths and areas for improvement. Hence, this study seeks to link instructional leadership of school heads and teaching performance as a basis for designing a Teacher Competency Development Program that will enhance teacher competence, strengthen instructional practices, and support continuous improvement in the South District schools. The results of this study are also expected to provide evidence-based inputs for school leaders in planning targeted professional development initiatives aligned with PPSSH and PPST standards.

Literature Review

Theoretical Framework

This study is anchored on several leadership, organizational, and learning theories which explain how the instructional leadership practices of school heads influence teaching performance and support teacher competency development. These theories provide a strong conceptual foundation for understanding how leadership behaviors, professional development opportunities, and motivational factors collectively contribute to improved teacher performance. The major theoretical foundations of this study include Instructional Leadership Theory, Transformational Leadership Theory, Social Learning Theory, Adult Learning Theory, Systems Theory in Education, Teacher Career Cycle Theory, Human Capital Theory, and Expectancy-Value Theory.

Instructional Leadership Theory

The primary theoretical anchor of this study is Instructional Leadership Theory, which emphasizes that school heads function primarily as leaders of teaching and learning rather than merely as administrative managers. Instructional leadership focuses on improving classroom practices through instructional supervision, curriculum monitoring, teacher professional development, and the provision of technical assistance. School heads who practice instructional leadership establish clear academic goals and ensure that school programs are aligned with instructional priorities and learner needs.

Through consistent supervision and mentoring, teachers develop reflective practices that allow them to continuously improve their instructional delivery. Instructional leadership also promotes evidence-based teaching practices supported by professional dialogue, monitoring, and performance evaluation. Within the context of this study, Instructional Leadership Theory explains how school heads directly influence teacher competencies and performance, making it a central theoretical foundation for examining the relationship between leadership and teaching performance.

Transformational Leadership Theory

Another theoretical foundation supporting this study is Transformational Leadership Theory, which explains how leaders promote organizational improvement by inspiring and motivating individuals toward the achievement of shared goals. Transformational leaders articulate a clear vision that encourages teachers to pursue professional



excellence and continuous improvement. School heads who demonstrate transformational leadership build trust, strengthen collaboration, and empower teachers to actively participate in school improvement processes.

A key component of transformational leadership is individualized consideration, which allows school heads to respond to teachers' unique professional needs. Through intellectual stimulation, teachers are encouraged to explore innovative teaching strategies and reflective practices. These leadership behaviors strengthen professional relationships and promote a positive school culture. Transformational leadership therefore complements instructional leadership by strengthening teacher motivation, commitment, and performance through inspiration and empowerment.

Social Learning Theory

The study is further supported by Social Learning Theory (Bandura), which posits that learning occurs through observation, interaction, modeling, and shared experiences. Within the school setting, teachers develop professional competencies not only through formal training but also through observation of effective practices demonstrated by school leaders and colleagues.

Social Learning Theory also highlights the importance of feedback and reinforcement in professional growth. Instructional leadership provides these mechanisms through classroom observation, performance evaluation, and technical assistance. As teachers observe effective leadership and instructional practices, they tend to adopt similar behaviors that improve classroom performance. This theory therefore explains how leadership influence is socially transmitted within schools, contributing to improved teaching performance.

Adult Learning Theory

Another important theoretical underpinning is Adult Learning Theory (Andragogy) by Knowles, which views teachers as adult learners who benefit most from relevant, experience-based, and problem-centered learning opportunities. Adult learners are self-directed and are motivated when professional learning addresses real workplace challenges.

Teachers benefit from professional development activities that emphasize collaboration, reflective practice, and practical application of knowledge. Instructional leadership supports adult learning by providing differentiated mentoring, coaching, and supervision aligned with teachers' developmental needs. Research indicates that leadership-supported professional development improves teachers' pedagogical competence and adaptability in evolving educational environments (Hasna, 2024; Norman, 2025). Adult Learning Theory emphasizes experiential learning, reflection, and continuous feedback as essential elements of professional growth. Instructional leaders facilitate professional environments where teachers analyze their practices and identify areas for improvement. The crafted Professional Competency Development Program in this study is therefore anchored on adult learning principles that promote sustained professional development and improved teaching performance.

Systems Theory in Education

This study is also anchored on Systems Theory in Education, which views schools as interconnected systems composed of leadership practices, teacher performance, instructional processes, and learner outcomes. According to this theory, improvement in one component of the system influences the effectiveness of other components. Instructional leadership serves as a central mechanism that coordinates instructional supervision, teacher development, and performance monitoring. Effective leadership strengthens communication, collaboration, and shared accountability among stakeholders. Systems Theory emphasizes that instructional improvement requires coordinated leadership efforts rather than isolated initiatives. Research indicates that leadership practices strengthen organizational culture and collective responsibility, resulting in improved teacher performance and school effectiveness (Chen, 2025; Villanueva, 2025).

Teacher Career Cycle Theory

The study is also supported by the Teacher Career Cycle Theory (Fessler and Christensen), which explains that teachers progress through different stages of professional growth such as entry, competency building, enthusiasm and growth, career frustration, stability, and career wind-down. Each stage requires different forms of leadership support and professional intervention.

Instructional leadership plays a crucial role in supporting teachers across these career stages by providing appropriate mentoring, professional development, and performance feedback. Beginning teachers may require intensive coaching



and supervision, while experienced teachers may benefit more from leadership opportunities and advanced professional development. This theory supports the study by explaining why competency development programs must be responsive to teachers' professional stages. It further justifies the need for differentiated professional support systems provided by school heads to sustain teacher effectiveness throughout their careers.

Human Capital Theory

Another theoretical basis of the study is the Human Capital Theory (Becker), which posits that investments in education, training, and professional development improve individual productivity and organizational effectiveness. In the educational context, teachers are considered valuable human capital whose knowledge, skills, and competencies contribute directly to school performance and learner achievement.

Instructional leadership supports human capital development by investing in teacher capability-building programs such as training, seminars, mentoring, and continuing professional development. When school leaders prioritize teacher development, they enhance instructional quality and organizational performance. Human Capital Theory supports the premise that strengthening teacher competencies through leadership support leads to improved teaching performance and better educational outcomes. This theory reinforces the importance of the Professional Competency Development Program crafted in this study as an investment in teacher quality and school effectiveness.

Expectancy-Value Theory

Finally, the study is supported by the Expectancy-Value Theory of Motivation (Eccles and Wigfield), which explains that individuals are motivated to perform tasks based on their expectations of success and the value they attach to the task. In the teaching profession, teachers are more likely to improve their performance when they believe they are capable of succeeding and when they perceive professional development activities as valuable.

Instructional leadership influences teacher motivation by providing supportive supervision, recognition, clear expectations, and meaningful professional development opportunities. When school heads provide constructive feedback and recognize teacher achievements, teachers develop stronger confidence in their abilities. Likewise, when professional development programs are aligned with teachers' needs, teachers perceive them as valuable and are more motivated to improve their instructional practices.

Legal Bases

Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, establishes the framework for school-based management and identifies school heads as instructional leaders responsible for improving teaching quality and learner outcomes. The law highlights the decentralization of educational management by empowering school leaders to implement context-responsive instructional programs, monitor teacher performance, and strengthen school improvement initiatives. This mandate reinforces the role of school heads not only as administrators but also as key drivers of instructional improvement.

Similarly, Republic Act No. 10533, known as the Enhanced Basic Education Act of 2013, institutionalizes the K to 12 Basic Education Program and emphasizes the importance of curriculum alignment, teacher competence, and instructional quality. The law recognizes that effective curriculum implementation depends largely on competent teachers supported by strong instructional leadership and continuous professional development.

The study is also anchored on the Philippine Professional Standards for School Heads (PPSSH) institutionalized through Department of Education Order No. 24, s. 2020, which provides a clear framework for effective school leadership. The PPSSH outlines the professional standards that guide school heads in demonstrating instructional leadership, managing school operations, strengthening partnerships, and supporting teacher development. In particular, Domain 2 of the PPSSH emphasizes instructional leadership as a core function of school heads, highlighting their responsibility to supervise instruction, support curriculum implementation, monitor learner achievement, and promote teacher professional growth. This standard directly supports the study's focus on how instructional leadership influences teaching performance.

Complementing this framework is PPST established through Department of Education Order No. 42, s. 2017, which defines the professional expectations for teachers across seven domains, including content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning, assessment, community linkages, and professional



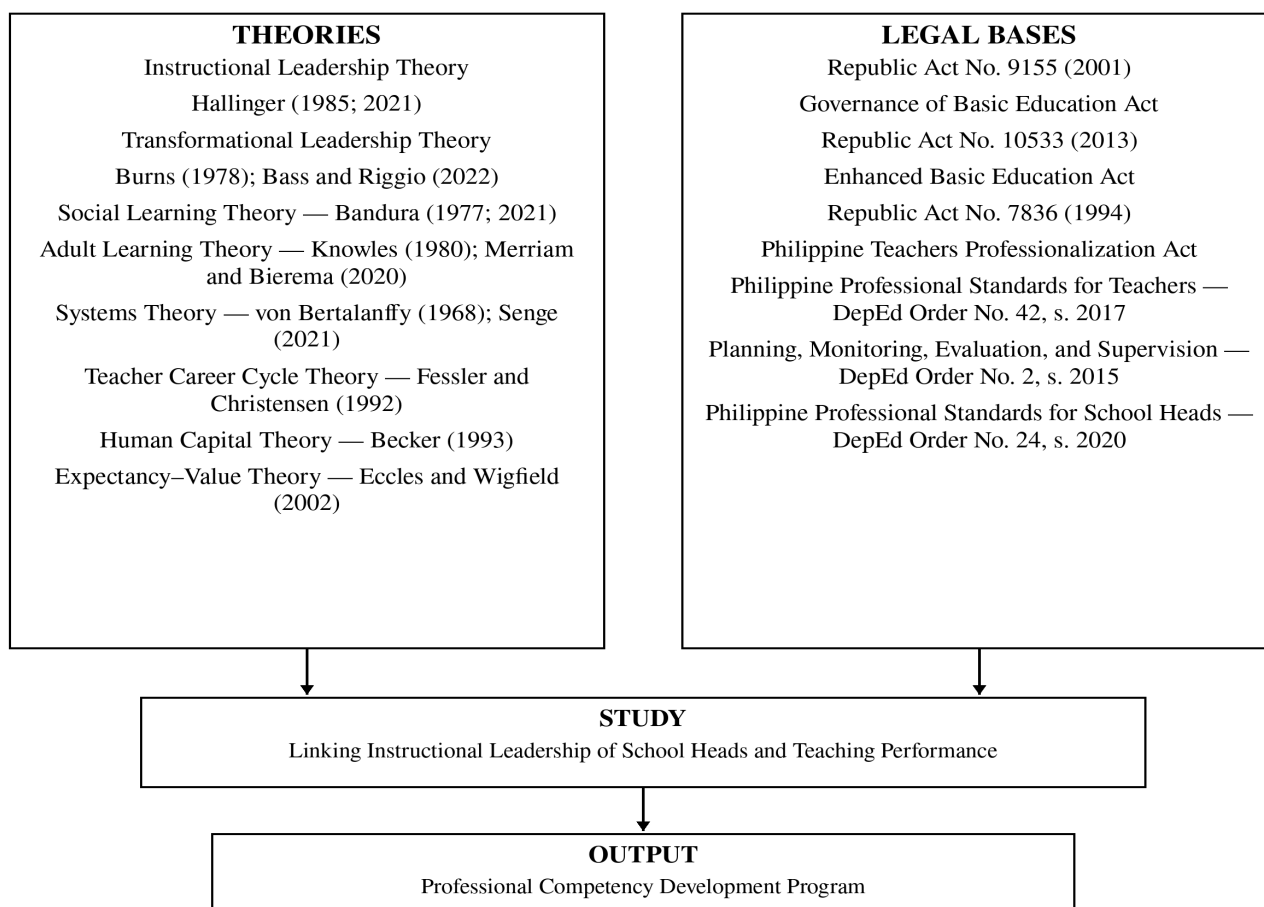
engagement. The PPST serves as a guide for teacher performance evaluation, professional development planning, and career progression. It also provides school heads with a framework for conducting instructional supervision, mentoring, and capability-building activities aligned with national teacher quality standards.

Planning, Monitoring, Evaluation, and Supervision (PMES) in schools is supported by various Department of Education policies that promote instructional leadership and teacher performance improvement. DepEd Order No. 42, s. 2017 institutionalizes the ppst, which serves as the basis for teacher performance monitoring, professional development, and instructional supervision. Likewise, DepEd Order No. 24, s. 2020 or the Philippine Professional Standards for School Heads (ppssh) defines the role of school heads as instructional leaders responsible for supervising teaching and learning and supporting teacher development.

In addition, Republic Act No. 7836, otherwise known as the Philippine Teachers Professionalization Act of 1994, promotes teacher professionalism through licensure, continuous professional development, and adherence to ethical and professional standards. This law emphasizes that teachers must continuously improve their competencies to maintain quality instruction, thereby reinforcing the need for leadership support in professional growth initiatives.

Figure 1

Theoretical Framework of the Study





Methodology

Research Design

This study employed a descriptive–correlational research design to examine the relationship between the instructional leadership of school heads and the teaching performance of teachers in selected secondary schools in the South District. The descriptive component determines the current level of instructional leadership practices of school heads based on the Philippine Professional Standards for School Heads (PPSSH) domains, including implementation of learning standards, teaching standards and pedagogies, teacher performance monitoring and feedback, learner achievement, learning assessment, learning environment, and career awareness and professional development opportunities. It also describes the level of teaching performance of teachers based on the Results-Based Performance Management System (RPMS) aligned with the Philippine Professional Standards for Teachers (PPST), particularly in areas such as content knowledge and pedagogy, learning environment management, diversity of learners, curriculum planning and implementation, assessment practices, and professional engagement.

The correlational component determines whether a significant relationship exists between instructional leadership practices of school heads and the teaching performance of teachers. Specifically, the study examines whether variations in instructional leadership levels are associated with differences in teachers' instructional effectiveness and professional performance. This design enables the identification of patterns, trends, and relationships between leadership practices and teaching outcomes without manipulating any variables.

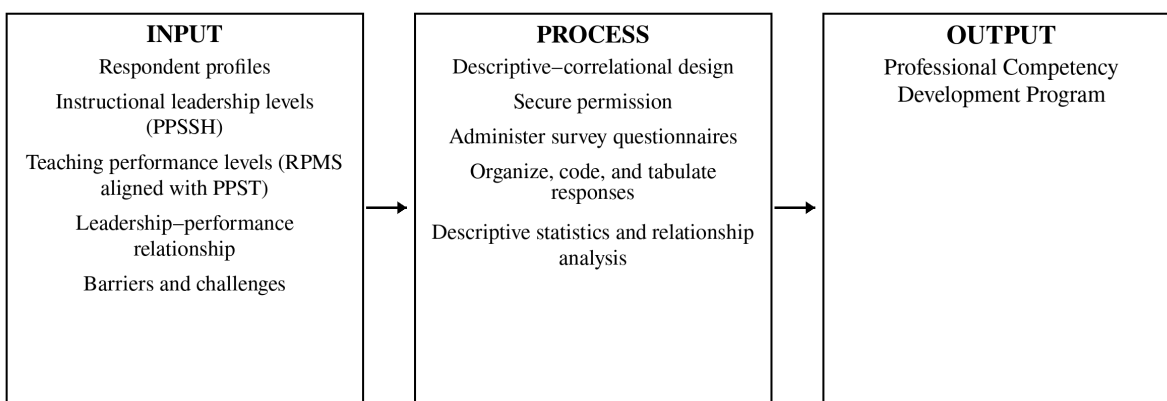
Flow of the Study

The study followed an Input–Process–Output framework linking respondent profiles, instructional leadership, teaching performance, and barriers and challenges with data collection and analysis, leading to the Professional Competency Development Program.

securing permission from the Schools Division Office and school administrators to conduct the study. This is followed by the administration of validated survey questionnaires to the identified respondents, particularly teachers who assess instructional leadership practices and teaching performance indicators. Data collection is conducted following ethical research standards, ensuring voluntary participation, informed consent, and confidentiality of responses. After data gathering, the collected responses undergo tabulation, coding, and statistical treatment. The weighted mean is used to determine the level of instructional leadership and teaching performance, while appropriate inferential statistical tools, such as correlation analysis, are employed to determine the significant relationship between instructional leadership of school heads and teaching performance of teachers. Through this process, patterns, trends, and associations between leadership practices and teaching outcomes are systematically analyzed.

Figure 2

Input Process Output Model of the Study





Research Environment

The South District of the Schools Division of Mandaue City serves as the research locale of this study. It is located in the southern part of Mandaue City and is composed of several public secondary schools under the supervision of one (1) Public Schools District Supervisor (PSDS). Among these schools are Tipolo National High School, Banilad National High School, and Cabancalan National High School, which were selected as the participating schools of the study. Each school is managed by a school principal who performs both administrative and instructional leadership functions geared toward improving teaching performance and learner outcomes.

These schools operate in accordance with the policies, standards, and programs of the Department of Education (DepEd), particularly those aligned with the Philippine Professional Standards for School Heads (PPSSH) and the Philippine Professional Standards for Teachers (PPST). As part of best practices in school leadership, the school heads regularly implement instructional supervision, classroom observations, Learning Action Cell (LAC) sessions, coaching and mentoring programs, and School Improvement Plan (SIP) monitoring to strengthen instructional delivery and teacher competence.

Figure 3

Location Map and Photographs of the Participating Schools



Tipolo National High School



Banilad National High School



Cabancalan National High School



Banilad National High School, situated in Barangay Banilad, Mandaue City, is located in a rapidly developing urban area characterized by residential and commercial growth. The school was established to address the increasing demand for quality secondary education in the district. It has adequate academic buildings, functional classrooms, and learning spaces designed to support instruction and student engagement. The school fosters a culture of academic excellence and leadership development through student organizations and enrichment programs.



In terms of best practices, the school leadership promotes collaborative instructional planning, peer mentoring, continuous professional development, and regular performance monitoring aligned with RPMS. Through strong instructional supervision and leadership support, the school continues to enhance the quality of instruction and teacher professional growth.

Cabancalan National High School, located in Barangay Cabancalan, Mandaue City, caters to learners from nearby communities and offers both junior and senior high school programs. The school has a spacious campus with facilities that support instruction, co-curricular activities, and community engagement initiatives. The school promotes a culture of discipline, inclusivity, and academic excellence. School leaders and teachers work collaboratively in implementing instructional programs aligned with DepEd standards and curriculum requirements. As part of effective leadership practices, the school emphasizes stakeholder engagement, teacher coaching, curriculum alignment, and results-based performance monitoring to ensure continuous improvement in teaching and learning. Strong partnerships with parents and community stakeholders further support the school's commitment to delivering quality education.

Respondents

The respondents of this study are composed of public secondary school teachers and school heads from three selected public high schools in the South District of the Mandaue City Division, namely: Tipolo National High School, Banilad National High School, and Cabancalan National High School. The teacher-respondents are selected based on their active teaching status and teaching experience within their respective schools. Teachers play a significant role as primary respondents since they directly experience and observe the instructional leadership practices of their school heads. Their perceptions are essential in assessing how instructional leadership influences teaching performance and professional practices in the classroom.

The school heads, on the other hand, are included as key respondents of the study because they serve as instructional leaders responsible for supervising instruction, monitoring teacher performance, and implementing professional development initiatives. Their participation provides valuable information regarding leadership practices, instructional supervision strategies, and school-based programs that support teacher competency development. The inclusion of both teachers and school heads allows the study to obtain comprehensive perspectives on leadership practices and teaching performance within the school setting.

A purposive sampling technique is employed in selecting the respondents to ensure that participants possess adequate knowledge and experience relevant to the variables of the study. Teachers are required to have at least one (1) year of teaching experience in their current school to ensure sufficient exposure to the instructional leadership practices of their school heads. Likewise, school heads are required to have served in their leadership position for at least one academic year to ensure familiarity with instructional supervision and school management responsibilities. This sampling approach ensures that all respondents have meaningful engagement with the leadership environment being examined, thereby strengthening the reliability and validity of the data gathered for the study.

Table 1

Distribution of Respondents

School	School Head	Teachers	Total	Percentage
Tipolo National High School	1	15	16	33.33
Banilad National High School	1	15	16	33.33
Cabancalan National High School	1	15	16	33.33
	3	45	48	100



Research Instrument

The primary instrument used in this study is a structured survey questionnaire designed to measure the level of instructional leadership of school heads and the teaching performance of teachers. The questionnaire consists of three major parts aligned with the objectives of the study and the professional standards established by the Department of Education (DepEd), particularly DepEd Order No. 24, s. 2020 (Philippine Professional Standards for School Heads), DepEd Order No. 42, s. 2017 (Philippine Professional Standards for Teachers), and DepEd Order No. 2, s. 2015 (Results-Based Performance Management System).

The first part of the instrument is a preliminary checklist intended to gather relevant demographic and professional information about the respondents. This section collects data such as position, years of teaching experience, length of service, highest educational attainment, performance rating, and relevant trainings attended. The information obtained from this section serves as baseline data for describing the respondents and for analyzing differences in perceptions, which will aid in the proper interpretation of the study results.

The second part of the questionnaire measures the level of instructional leadership of school heads based on the Philippine Professional Standards for School Heads (PPSSH) institutionalized through DepEd Order No. 24, s. 2020, particularly under Domain 2: Teacher performance feedback. The indicators are adapted from the PPSSH strands which include: implementation of learning standards, teaching standards and pedagogies, teacher performance monitoring and feedback, learner achievement and academic progress, learning assessment practices, establishment of a positive learning environment, and career development and professional growth opportunities.

These indicators were translated into measurable survey statements reflecting instructional leadership practices such as classroom observation, instructional supervision, mentoring and coaching, curriculum monitoring, technical assistance, and facilitation of professional development activities such as Learning Action Cells (LAC). Teacher-respondents rated the extent to which these leadership practices are demonstrated by their respective school heads using a four – point Likert scale.

The third part of the instrument assesses the teaching performance of teachers based on the Results-Based Performance Management System (RPMS) as provided in DepEd Order No. 2, s. 2015, and aligned with PPST under DepEd Order No. 42, s. 2017. The indicators cover the major PPST domains relevant to teacher performance, namely: Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum Planning and Implementation, Assessment and Reporting, and Community Linkages and Professional Engagement.

The items describe observable teaching practices such as lesson preparation, mastery of content, use of appropriate pedagogical strategies, classroom management, utilization of assessment data, learner support strategies, and participation in professional learning communities. These indicators reflect RPMS performance objectives which are commonly used in teacher evaluation and development planning.

The instrument was developed by adapting indicators from DepEd policy frameworks to ensure content validity and alignment with national professional standards. This ensures that the measures used in the study reflect actual leadership and teaching performance expectations within the Philippine basic education system.

Data Collection and Ethical Considerations

This research commenced upon the approval of the research title by the Dean of the Graduate School of Cebu Technological University – Main Campus. Following the approval, a formal letter requesting permission to conduct the study shall be submitted to the Office of the Schools Division Superintendent of the Mandaue City Division. Upon endorsement, another request letter shall be forwarded to the Public Schools District Supervisor of the South District to secure district-level authorization for data collection.

With the necessary approvals obtained, the researcher shall coordinate with the school heads of Tipolo National High School, Banilad National High School, and Cabancalan National High School regarding the administration of the research instruments. Formal communication shall be made to schedule the distribution and retrieval of the questionnaires in a manner convenient to the respondents and in accordance with school policies and schedules.



Prior to the administration of the survey questionnaires, the researcher shall explain the purpose, objectives, and procedures of the study to the respondents. Clear instructions on how to accomplish the questionnaire shall be provided to ensure accurate and honest responses. The questionnaires shall be distributed either through printed copies for face-to-face administration or via Google Forms for online participation, depending on accessibility and practicality.

The respondents shall be assured that participation in the study is voluntary and that all information gathered shall be treated with strict confidentiality. Ethical standards shall be strictly observed, including compliance with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173). Respondents shall be informed that their identities shall remain anonymous and that the collected data shall be used solely for academic and research purposes.

Upon completion of data collection, all accomplished questionnaires shall be retrieved, organized, and carefully reviewed for completeness. The responses shall then be consolidated, encoded, and subjected to appropriate statistical treatment using relevant statistical tools. The analyzed data shall serve as the basis for interpreting the findings, drawing conclusions, and formulating the crafted Teacher Competency Development Program aligned with the objectives of the study.

Statistical Analysis and Scoring

This study utilized both descriptive and inferential statistical methods to analyze the collected data and respond to the identified sub-problems of the research.

Simple Percentage Analysis is employed to address the first sub problem. This statistical technique is useful in presenting categorical information by showing the distribution and proportion of responses. By converting raw frequencies into percentages, the data become easier to interpret and compare across different variables and respondent groups.

The Weighted Mean is used to determine and interpret the perceptions of the respondents regarding instructional leadership practices and teaching performance. The weighted mean is computed by multiplying each response scale by its corresponding frequency, summing the results, and dividing the total by the number of responses. This method provides a dependable measure of the overall viewpoints of the respondents.

T - test is applied as an inferential statistical tool to determine whether a significant relationship exists between instructional leadership practices and teaching performance. This statistical test evaluates if differences observed between variables are statistically meaningful, thereby identifying whether variations in leadership practices correspond to differences in teaching performance among respondents.

Instructional leadership was rated using four categories: Greater Extent (3.26–4.00), Moderate Extent (2.51–3.25), Lesser Extent (1.76–2.50), and No Extent (1.00–1.75). Teaching performance was rated Highly Proficient (3.26–4.00), Proficient (2.51–3.25), Fairly Proficient (1.76–2.50), and Less Proficient (1.00–1.75).

Findings

Demographic and Professional Profiles

Table 2

Age and Gender

Variable	Frequency n = 48	Percentage	Mean	SD
Age				
51 to 60 years old	4	8.33	53	0.22
41 to 50 years old	9	18.75	45	0.43
31 to 40 years old	24	50.00	34	0.36



Variable	Frequency n = 48	Percentage	Mean	SD
21 to 30 years old	11	22.92	26	0.48
TOTAL	48	100	35	0.42
Gender				
Male	7	14.58	0	0
Female	41	85.42	0	0
TOTAL	48	100	0	0

Table 3
Civil Status

Variable	Frequency	Percentage
Civil Status		
Single	14	29.17
Married	34	70.83
Total	48	100

Table 4
Highest Educational Attainment

Variable	Frequency	Percentage
Highest Educational Attainment		
Doctorate Degree	6	12.50
Masters' Degree	33	68.75
Bachelor's Degree	9	18.75
Total	48	100

Table 5
Length of Service

Variable	Frequency N = 48	Percentage	Average	SD
15 – 20 years	7	14.58	17	0.26
11 – 15 years	17	35.42	12.4	0.31
6 – 10 years	15	31.25	8.2	0.23
1 – 5 years	9	18.75	4	0.19



Table 6

Performance Ratings

Variables	Frequency	Percentage
Outstanding	29	60.42
Very Satisfactory	19	39.58
Total	48	100

Table 7

Trainings and Seminars Attended

Variable	Frequency	Percentage
Trainings and seminars attended		
National	12	25.00
Regional	15	31.25
Division	21	43.75
Total	48	100

The profile tables report 24 respondents aged 31–40, 33 respondents with master’s degrees, 17 respondents with 11–15 years of service, and 29 respondents with Outstanding performance ratings. The largest training category was Division-level participation, with 21 respondents.

Instructional Leadership

Table 8

Implementation of Learning Standards

Implementation of Learning Standards	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
• Show that you are familiar with and understand how learning standards are implemented, reviewed, and contextualized at schools.	3.68	0.23	Greater Extent	3.61	0.23	Greater Extent
• Help teachers review, contextualize, and put learning standards into practice so that the curriculum is applicable to students.	3.72	0.32	Greater Extent	3.56	0.24	Greater Extent
Help teachers make the curriculum relevant for students by working with teams to review, contextualize, and implement learning standards.	3.21	0.24	Moderate Extent	3.24	0.29	Moderate Extent
Discuss best practices for reviewing, contextualizing, and putting learning standards into practice to help teachers make the curriculum more relevant for students.	3.78	0.26	Greater Extent	3.66	0.21	Greater Extent



Implementation of Learning Standards	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
Average Weighted Mean	3.57	0.27	Greater Extent	3.49	0.25	Greater Extent

Table 8 reports average weighted means of 3.57 for school heads and 3.49 for teachers, both interpreted as Greater Extent.

Table 9

Teaching Standards and Pedagogies

Teaching Standards and Pedagogies	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
To help teachers improve their teaching practices, demonstrate knowledge and grasp of teaching standards and pedagogies inside and across learning domains.	3.72	0.21	Greater Extent	3.67	0.25	Greater Extent
Provide technical assistance to teachers on teaching standards and pedagogies within and across learning whereas to improve their teaching practice	3.83	0.36	Greater Extent	3.76	0.26	Greater Extent
To help teachers enhance their instruction, involve school staff members such as master teachers, head teachers, and department heads in providing them with technical support on teaching standards and pedagogies within and across learning domains.	3.58	0.22	Greater Extent	3.61	0.23	Greater Extent
Showcase best practices in helping instructors create exceptional practices that are in line with teaching standards and pedagogies inside and beyond learning domains.	3.21	0.22	Moderate Extent	3.23	0.23	Moderate Extent
Average Weighted Mean	3.54	0.27	Greater Extent	3.53	0.24	Greater Extent

Table 9 reports average weighted means of 3.54 for school heads and 3.53 for teachers, both interpreted as Greater Extent.

Table 10

Teacher Performance Monitoring and Feedback

Teacher Performance Feedback	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
Show that you are aware of how to use input from students, parents, and other stakeholders to help instructors get better at what they do.	3.23	0.24	Moderate Extent	3.21	0.21	Moderate Extent



Teacher Performance Feedback	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
Use student, parent, and other stakeholders' validated input to help teachers become more effective.	3.57	0.21	Greater Extent	3.50	0.24	Greater Extent
Work together with the administration to implement legitimate feedback from students, parents, and other stakeholders in a way that will help instructors perform better.	3.46	0.24	Greater Extent	3.50	0.26	Greater Extent
Demonstrate exceptional abilities in using validated input from students, parents, and other stakeholders to assist teachers improve their work.	3.76	0.27	Greater Extent	3.81	0.25	Greater Extent
Average Weighted Mean	3.44	0.31	Greater Extent	3.46	0.35	Greater Extent

Table 10 reports average weighted means of 3.44 for school heads and 3.46 for teachers, both interpreted as Greater Extent.

Table 11

Learner Achievement

Learner Achievement	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
In order to encourage student achievement and the achievement of other performance measures, set tough yet feasible learning objectives.	3.31	0.37	Greater Extent	3.46	0.45	Greater Extent
Develop data-based interventions based on learning outcomes to maintain learner accomplishment and meet other performance indicators.	3.78	0.25	Greater Extent	3.88	0.33	Greater Extent
Increase learner achievement and other performance indicators by including the larger school community in the development of data-based interventions.	3.25	0.37	Moderate Extent	3.20	0.21	Moderate Extent
Encourage responsibility within and outside of school contexts by assisting other school leaders in maintaining learner achievement and achieving other performance indicators.	3.23	0.29	Moderate Extent	3.18	0.21	Moderate Extent
Average Weighted Mean	3.42	0.30	Greater Extent	3.42	0.31	Greater Extent

Table 11 reports average weighted means of 3.42 for school heads and 3.42 for teachers, both interpreted as Greater Extent.



Table 12

Learning Assessment

Learning Assessment	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
Show that you are knowledgeable about and understand how to use the results of learning assessments in a way that is in line with curriculum requirements.	3.42	0.24	Greater Extent	3.46	0.22	Greater Extent
To ensure responsibility in obtaining better learning outcomes, give instructors technical support in applying learning assessment methods, strategies, and results that are aligned with curriculum standards.	3.52	0.21	Greater Extent	3.43	0.26	Greater Extent
To ensure responsibility for obtaining better learning outcomes, collaborate with employees tasked with reviewing instructors' use of learning assessment tools, tactics, and outcomes in line with curriculum standards.	3.27	0.33	Greater Extent	3.36	0.23	Greater Extent
lead initiatives on the creative use of learning assessment methods, strategies, and findings that are aligned with curricular standards.	3.77	0.25	Greater Extent	3.49	0.23	Greater Extent
Average Weighted Mean	3.52	0.26	Greater Extent	3.43	0.24	Greater Extent

Table 12 reports average weighted means of 3.52 for school heads and 3.43 for teachers, both interpreted as Greater Extent.

Table 13

Learning Environment

Learning Environment	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
Demonstrate understanding of managing a learner friendly, inclusive and healthy learning environment.	3.42	0.21	Greater Extent	3.48	0.21	Greater Extent
Manage a learner-friendly, inclusive and healthy learning environment.	3.52	0.19	Greater Extent	3.47	0.24	Greater Extent
Engage the wider school community in maintaining a learner-friendly, inclusive and healthy learning environment	3.89	0.23	Greater Extent	3.76	0.21	Greater Extent
Encourage and assist the larger school community in maintaining a welcoming, inclusive, and healthy learning environment.	3.78	0.22	Greater Extent	3.63	0.23	Greater Extent



Learning Environment	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
Average Weighted Mean	3.73	0.21	Greater Extent	3.62	0.23	Greater Extent

Table 13 reports average weighted means of 3.73 for school heads and 3.62 for teachers, both interpreted as Greater Extent.

Table 14

Career Awareness and Opportunities

Career Awareness and Opportunities	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
Exhibit knowledge of and comprehension of how to include career awareness and opportunities into the delivery of curriculum-aligned learning experiences.	3.52	0.24	Greater Extent	3.48	0.19	Greater Extent
Make sure to incorporate career awareness and opportunities into the delivery of curriculum-aligned learning experiences.	3.43	0.21	Greater Extent	3.47	0.16	Greater Extent
Launch activities to incorporate career awareness and opportunities into the delivery of curriculum-aligned learning experiences.	3.86	0.25	Greater Extent	3.68	0.24	Greater Extent
Formally incorporate career opportunities and awareness into all other learning activities and the school curriculum.	3.75	0.23	Greater Extent	3.63	0.23	Greater Extent
Average Weighted Mean	3.68	0.23	Greater Extent	3.59	0.21	Greater Extent

Table 14 reports average weighted means of 3.68 for school heads and 3.59 for teachers, both interpreted as Greater Extent.

Table 15

Summary of Instructional Leadership

Instructional Leadership	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
• 1. Implementation of Learning Standards	3.57	0.27	Greater Extent	3.49	0.25	Greater Extent
• Teaching Standards and Pedagogies	3.54	0.27	Greater Extent	3.53	0.24	Greater Extent
• Teacher Performance Feedback	3.44	0.31	Greater Extent	3.46	0.35	Greater Extent



Instructional Leadership	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
• 4. Learner Achievement	3.42	0.30	Greater Extent	3.42	0.31	Greater Extent
• Learning Assessment	3.52	0.26	Greater Extent	3.43	0.24	Greater Extent
• Learning Environment	3.73	0.21	Greater Extent	3.62	0.23	Greater Extent
• Career Awareness and Opportunities	3.68	0.23	Greater Extent	3.59	0.21	Greater Extent
Average Weighted Mean	3.56	0.26	Greater Extent	3.51	0.25	Greater Extent

Table 15 reports average weighted means of 3.56 for school heads and 3.51 for teachers, both interpreted as Greater Extent.

Teachers' Performance

Table 16

Content Knowledge and Pedagogy

Content Knowledge and Pedagogy	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
• Demonstrates deep understanding of content and concepts	3.38	0.28	Highly Proficient	3.51	0.23	Highly Proficient
Integrates content with real-life and cross-disciplinary examples	3.78	0.23	Highly Proficient	3.89	0.26	Highly Proficient
Selects appropriate strategies to match learning outcomes	3.29	0.26	Highly Proficient	3.32	0.24	Highly Proficient
Applies learner-centered teaching approaches	3.18	0.24	Proficient	3.21	0.28	Proficient
Uses appropriate instructional materials and technology	3.21	0.21	Proficient	3.24	0.21	Proficient
Average Weighted Mean	3.37	0.24	Highly Proficient	3.43	0.24	Highly Proficient

Table 16 reports average weighted means of 3.37 for school heads and 3.43 for teachers, interpreted as Highly Proficient and Highly Proficient, respectively.

Table 17

Learning Environment Management

Learning Environment	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
• Maintains a clean, safe, and well-organized classroom	3.76	0.23	Highly Proficient	3.86	0.25	Highly Proficient



Learning Environment	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
Applies classroom routines and behavior systems consistently	3.57	0.21	Highly Proficient	3.51	0.21	Highly Proficient
Promotes a respectful and inclusive classroom culture	3.31	0.25	Highly Proficient	3.29	0.23	Highly Proficient
Creates a positive, encouraging learning environment	3.26	0.29	Highly Proficient	3.24	0.21	Highly Proficient
Uses physical and virtual space to maximize learning	3.57	0.23	Highly Proficient	3.46	0.27	Highly Proficient
Average Weighted Mean	3.49	0.24	Highly Proficient	3.47	0.23	Highly Proficient

Table 17 reports average weighted means of 3.49 for school heads and 3.47 for teachers, interpreted as Highly Proficient and Highly Proficient, respectively.

Table 18

Diversity of Learners

Diversity of Learners	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
• Designs instruction based on learner diversity and readiness	3.34	0.21	Highly Proficient	3.36	0.24	Highly Proficient
Applies inclusive strategies for learners with special needs	3.56	0.24	Highly Proficient	3.59	0.21	Highly Proficient
Adjusts instruction for learners from different backgrounds	3.41	0.26	Highly Proficient	3.39	0.23	Highly Proficient
Uses differentiated teaching strategies	3.86	0.23	Highly Proficient	3.77	0.24	Highly Proficient
Respects learners' linguistic, cultural, and religious backgrounds	3.45	0.22	Highly Proficient	3.42	0.22	Highly Proficient
Average Weighted Mean	3.52	0.23	Highly Proficient	3.51	0.23	Highly Proficient

Table 18 reports average weighted means of 3.52 for school heads and 3.51 for teachers, interpreted as Highly Proficient and Highly Proficient, respectively.

Table 19

Curriculum Planning and Implementation

Curriculum and Planning	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
• Prepares lesson plans aligned with the curriculum	3.56	0.23	Highly Proficient	3.51	0.24	Highly Proficient



Curriculum and Planning	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
Contextualizes content based on learners' community and interests	3.67	0.25	Highly Proficient	3.56	0.21	Highly Proficient
Plans activities that promote critical thinking and creativity	3.58	0.22	Highly Proficient	3.53	0.19	Highly Proficient
Collaborates with peers in planning instruction	3.86	0.19	Highly Proficient	3.81	0.21	Highly Proficient
Integrates 21st-century skills in instructional planning	3.61	0.24	Highly Proficient	3.52	0.26	Highly Proficient
Average Weighted Mean	3.61	0.23	Highly Proficient	3.59	0.22	Highly Proficient

Table 19 reports average weighted means of 3.61 for school heads and 3.59 for teachers, interpreted as Highly Proficient and Highly Proficient, respectively.

Table 20

Assessment and Reporting

Assessment and Reporting	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
• Develops and uses varied forms of assessment	3.36	0.22	Highly Proficient	3.42	0.22	Highly Proficient
Aligns assessments with learning outcomes	3.78	0.25	Highly Proficient	3.89	0.24	Highly Proficient
Analyzes results to improve instruction	3.67	0.27	Highly Proficient	3.57	0.21	Highly Proficient
Gives timely and constructive feedback	3.22	0.21	Proficient	3.23	0.20	Proficient
Maintains accurate and organized assessment records	3.43	0.24	Highly Proficient	3.48	0.22	Highly Proficient
Average Weighted Mean	3.49	0.24	Highly Proficient	3.52	0.22	Highly Proficient

Table 20 reports average weighted means of 3.49 for school heads and 3.52 for teachers, interpreted as Highly Proficient and Highly Proficient, respectively.

Table 21

Summary of Teachers' Performance

Teachers' Performance Domains	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
• 1. Content knowledge and Pedagogy	3.37	0.24	Highly Proficient	3.43	0.24	Highly Proficient



Teachers' Performance Domains	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
1. Learning Environment	3.49	0.24	Highly Proficient	3.47	0.23	Highly Proficient
2. Diversity of Learners	3.52	0.23	Highly Proficient	3.51	0.23	Highly Proficient
4. Curriculum and Planning	3.61	0.23	Highly Proficient	3.59	0.22	Highly Proficient
5. Assessment and Reporting	3.49	0.24	Highly Proficient	3.52	0.22	Highly Proficient
Average Weighted Mean	3.49	0.24	Highly Proficient	3.50	0.23	Highly Proficient

Table 21 reports average weighted means of 3.49 for school heads and 3.50 for teachers, interpreted as Highly Proficient and Highly Proficient, respectively.

Relationship Between Leadership and Performance

Table 22

Relationship Between Instructional Leadership and Teachers' Performance

	Computed r – value	Critical p – value	Decision on Ho	Interpretation
Leadership Practices and Teachers' Performance	0.472	0.009	Reject Ho	Significant

As shown in Table 22, the computed r-value of 0.472 indicated a moderate positive relationship between the instructional leadership of school heads and the performance of teachers. The corresponding p-value of 0.009, which is lower than the 0.05 level of significance, resulted in the rejection of the null hypothesis. This confirmed that there was a statistically significant relationship between the instructional leadership practices of school heads and teachers' performance (Nellitawati, 2024; Andriadi & Sulistiyo, 2025).

Barriers and Challenges

Table 23

Barriers and Challenges

INDICATORS	RANK
Limited time for instructional supervision and coaching due to administrative workload	1
Insufficient professional development activities aligned with teachers' instructional needs	2
Limited monitoring and follow-up of teacher performance and feedback mechanisms	3
Challenges in sustaining collaborative instructional practices such as LAC sessions	4
Need for stronger support in data-driven instruction and assessment practices	5

Based on Table 23, the respondents identified limited time for instructional supervision and coaching due to administrative workload as the primary challenge. Although school heads were able to perform their administrative and instructional responsibilities, it can be inferred that the demands of administrative tasks may have reduced the time available for classroom observations, mentoring, and instructional feedback. Strengthening support mechanisms



and time allocation for instructional supervision may further enhance teachers' professional growth and instructional effectiveness (Tshabalala, 2024; Ulit, 2025).

Lastly, the respondents identified the need for stronger support in data-driven instruction and assessment practices. Although teachers demonstrated competence in using assessment data, additional support in data analysis and intervention planning may further improve instructional decision-making. Strengthening teachers' capacity in using learner data may help ensure more responsive instruction and improved learner achievement (He & Guo, 2024; Norman, 2025).

Output of the Study

The output of this study is a Professional Competency Development Program designed to strengthen the instructional leadership practices of school heads and enhance teacher performance in the secondary schools of the South District, Mandaue City Division. Given the demands of 21st-century education, there is a continuing need to equip school leaders with adaptive, research-based, and data-driven instructional leadership competencies. This Professional Competency Development Program addresses the specific strengths and areas for improvement identified in the study by providing structured professional development activities, mentoring support, and monitoring mechanisms that promote continuous improvement and instructional excellence.

Ultimately, this program aims to strengthen a culture of continuous professional learning, aligned with DepEd standards and the PPSSH and PPST frameworks, thereby contributing to improved instructional quality, enhanced teacher performance, and better learner outcomes. Anchored on DepEd policies such as RPMS, PPST, and PPSSH, this program aims to address identified gaps in instructional supervision, feedback mechanisms, and professional development while sustaining existing strengths. Through structured L&D interventions, this program promotes continuous professional growth, instructional improvement, and collaborative learning within the school. The proposed delivery modalities include school-based INSET, Learning Action Cell sessions, coaching and mentoring, classroom observation and feedback, demonstration teaching, workshops, and professional learning communities.

Table 24

Implementation Scheme of the Professional Competency Development Program

Area of Concern	Objectives	Strategies	Description	Budget	Budget Source	Time Frame	Implementers	Evaluative Measures / Remarks
Implementation of Learning Standards	To strengthen school heads' capacity to support teachers in contextualizing and implementing learning standards	Curriculum review sessions, LAC sessions, instructional supervision	Conduct collaborative curriculum review, monitor MELCs implementation, and provide technical assistance	₱25,000	MOOE	Quarterly	School Head, Master Teachers, Department Heads	Improved lesson alignment and classroom observation results
Teaching Standards and Pedagogies	To enhance instructional supervision and pedagogical support for teachers	Coaching and mentoring, demonstration teaching, peer observation	Conduct instructional coaching and organize peer observation activities	₱35,000	MOOE / SEF	Quarterly	School Head, Master Teachers	Improved RPMS ratings and teaching strategies



Area of Concern	Objectives	Strategies	Description	Budget	Budget Source	Time Frame	Implementers	Evaluative Measures / Remarks
Teacher Performance Monitoring and Feedback	To strengthen teacher performance through monitoring and feedback	Classroom observations, performance conferences	Conduct regular observations and provide constructive feedback	₱20,000	MOOE	Quarterly	School Head, Department Heads	Improved IPCRF ratings and teacher development plans
Learner Achievement and Academic Progress	To improve learner outcomes through data-driven interventions	Data analysis workshops, intervention programs	Analyze assessment data and implement remediation programs	₱40,000	MOOE / SEF	Whole SY	School Head, Teachers	Improved academic performance and assessment results
Learning Assessment Practices	To improve assessment literacy	Assessment training workshops, LAC	Train teachers on formative and summative assessments	₱30,000	MOOE	Semi-Annual	School Head, Master Teachers	Improved assessment tools and test quality

Table 25

Learning and Development Program Modules

Module	L&D Focus Area	Topics / Learning Content
Module 1	Instructional Leadership (PPSSH)	Implementation of Learning Standards, Curriculum Alignment, MELCs
Module 2	Teaching Standards (PPST)	Pedagogy, Differentiated Instruction, Learner-Centered Strategies
Module 3	Performance Monitoring	RPMS-PPST, Classroom Observation (COT), Coaching & Feedback
Module 4	Assessment and Data Use	Assessment Literacy, Data Analysis, Intervention Programs
Module 5	Learning Environment	Positive Discipline, Inclusive Education, Classroom Management
Module 6	Professional Growth	LAC, Mentoring, Reflective Practice, Professional Learning Communities

Monitoring and evaluation indicators include competency assessments, Classroom Observation Tool results, RPMS ratings, LAC and INSET documentation, Individual Development Plans, learner performance data, participant and stakeholder feedback, and annual evaluation reports.

Discussion

The level of instructional leadership of school heads, as perceived by both respondent groups, was generally to a greater extent across the PPSSH domains. Among the instructional leadership domains, Establishment of a Positive Learning Environment and Implementation of Learning Standards obtained the highest weighted mean scores, while Learner Achievement and Academic Progress and Teacher Performance Monitoring and Feedback obtained the relatively lowest mean scores, although still interpreted as practiced to a greater extent.

In terms of teachers' performance based on the PPST domains, the results showed ratings ranging from Proficient to Highly Proficient. Among the domains, Curriculum Planning and Implementation obtained the highest weighted



mean, while Content Knowledge and Pedagogy obtained the lowest mean, although still interpreted as Highly Proficient. These results indicated that while teachers demonstrated strong instructional planning skills, there remained opportunities to further strengthen pedagogical content knowledge and instructional strategies.

The detailed relationship analysis showed a moderate positive association between instructional leadership and teaching performance. The identified priorities concerned supervision time, needs-aligned professional development, performance feedback and follow-up, sustained collaboration, and data-driven instruction. These findings formed the basis for targeted curriculum review, coaching, mentoring, classroom observations, intervention planning, and assessment literacy activities in the proposed program.

Based on the conclusions drawn from the findings of the study, it is recommended that the proposed Professional Competency Development Program be adopted and implemented in the secondary schools of the South District, Mandaue City Division. This program should focus on enhancing school heads' competencies in the key instructional leadership domains such as implementation of learning standards, teaching standards and pedagogies, teacher performance monitoring and feedback, learner achievement and academic progress, learning assessment practices, establishment of a positive learning environment, and career development, professional growth, and opportunities. By strengthening these instructional leadership practices, school heads may be better equipped to support continuous teacher development and sustain high levels of teaching performance.

Conclusion

Based on the primary findings of the study, it was concluded that there was a significant relationship between the level of instructional leadership of school heads and the teaching performance of teachers.

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